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ABSTRACT

Originally developed for the Department of Defense Schools (DoDDS) system, this learning package on trends and issues in reading education is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes a comprehensive search of the ERIC database; a lecture giving an overview on the topic; the full text of several papers on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (MG)

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Learning Package #11

Trends and Issues in Reading Education

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OVERVIEW

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AND ISSUES

Trends in Reading Education

by Carl Smith

Lecture

Some cynics think that schools never change. They are wrong. These people seem to mimic Gertrude Stein in saying "a school is a school is a school," or "a textbook is a textbook is a textbook." As a matter of fact, schools are changing constantly--not in a revolutionary way, but in an evolutionary way. After a new movement has rolled over education, the movement itself may disappear -- but some of its practices or philosophies will have reshaped schools.

"Open Education" did not last as a movement, but its practices of flexible time and team teaching have changed our sense of how student-teacher interactions can work. "Individualized Reading" did not last as a permanent model for elementary education, but that movement made us much more ready to examine the processes that children use in thinking about reading. It helped to set the backdrop for the current emphasis on individualism in our school environment.

When schools experiment, they change. It is our optimistic view that they change for the better -- that is, the most reasonable elements of an educational movement are retained because they help children and because they withstand the practical judgment of teachers and administrators in the schools. It makes sense, then,

to ask what the current trends are and how they seem to be influencing reading instruction.

Demographics for the 90's

Before we examine specific hot topics in reading education, we need to put education into a social and political perspective; movements within education often reflect our broader society. Social commentator Tom Wolfe in a recent interview said that the eighties was the decade of materialism in American society. We wanted more things, better cars, fancier houses, sharper clothes, more expensive jewelry. Schools were no different. Like everyone else in society, schools thought that buying more things would make them successful and happy.

Tom Wolfe believes that Americans now are beginning to see that buying material goods does not necessarily lead to having a quality life. He believes that we now will search for values that will hold us together, and will give us both a sense of community and a sense of direction. Schools, we believe, are arriving at a similar point. The current interests in literature and in cooperative forms of learning are two examples of this search for values. Such values will guide the curriculum, and will help teachers involve children in their own learning.

Our aging teachers may actually increase the pace in our search for values. More than half the teachers in American schools are over fifty years of age. Their own childhoods and their

teacher education, therefore, are at least thirty years behind them. At this time in their lives, they are likely to be focused upon leaving their students with a sense of honesty, justice, loyalty and similar values. They are less likely, therefore, to be demanding that their classrooms be filled with computers, compact disks, and other symbols of affluence. It is not that they do not want good things for their students and for their schools; it is just that they have arrived at a point in life where they consider those things less important than learning to live and love in harmony.

In that same classroom with the fifty-year-old teacher who is white and female is a cast of children who increasingly are other than middle class white. The poor and the minorities of our country are beginning to fill the school roster. The WASP (White, Anglo Saxon Protestant) population in schools has already lost its majority status. The WASP ethic that has dominated public education also is fading from view. Brown children, black children, yellow children, poor children, immigrant children -- all from cultures different from that of the previous majority and of the teacher -- are challenging the school's way of thinking about how to develop values upon which to build an education, and a society.

Trends

Current rhetoric, future influence

One of the ways to see what will happen in schools five years from now is to look at the topics currently being discussed at professional conferences around the country. Terms such as "whole language," "integrating knowledge," "literacy," "literature emphasis," "learning styles," "teacher/student interaction," and "strategic thinking" have dominated recent conferences and journal literature. In reading instruction, these terms reflect a movement away from -- and perhaps a reaction against -- a behavioristic approach to learning which emphasized rather specific performances and measured particular competencies.

In our judgment, some of these terms will continue to influence reading instruction in the years ahead because there is more behind them than simple faddishness. The terms which we think will last throughout the decade are "literature emphasis," "strategic thinking," and "teacher/student interaction." Some of the other terms are rather vague, and are more political than educational in intent. These will pass.

Literature

Educators fight recurring battles over whether to emphasize process or to emphasize product, whether to transmit culture or to prepare students for jobs, and whether to encourage students to explore or to hold up specific standards. While these battles are fought, social and intellectual forces are moving reading education in predictable directions. The disintegration of current American

life, for example, prompts the public and school board members to promote a sense of integration and a sense of stability. With a new wave of immigrants, and with the failure of government money to bring poor Blacks and poor Hispanics into the mainstream of American life, our social decision makers naturally call for school experiences that bind us closer together. Thus, cooperative grouping arrangements and the use of recognizable literature have become increasingly popular. They offer highly visible means of promoting cultural integration. When William Honig, superintendent of California, first began his political campaign, he extolled the use of literature both as a means of achieving educational excellence, and as a primary vehicle for giving students cultural roots. William Hirsch's popular book on cultural literacy, *What Every American Needs to Know*, and Alan Bloom's provocative book, *The Closing of the American Mind*, sent out the same fearful cry: "Unless we return to our cultural, literary roots, we will fall into disarray and disrepair as a nation."

Both across the general public and within the education community, that cry landed on sympathetic ears. Educators and the general public want recognizable literature in the elementary school reading program. We use the term "recognizable literature" advisedly; the general public and the mass of teachers don't have particular qualities or specific titles in mind. Rather, they just want to see stories that they can find in the libraries or in local

bookstores -- *Dr. Seuss*, *Ameilia Bedilia*, *Charlie and the Chocolate Factory*.

Why has the use of literature risen to the top of the curriculum agenda? The answer is twofold -- values and interests. The fundamental pressures behind this trend come from those who feel that literature will help create a cultural identity for our students, and from those who feel that literature will create interest in and enthusiasm for reading. Thus, in the form of trade books and in textbooks, recognizable literature is becoming a staple of the elementary curriculum.

The positive side of the pressure for recognizable literature in the curriculum is that there is increased emphasis on reading extended text, and on exposing children to well-crafted language. By using the work of well-known children's authors rather than stories by textbook authors, teachers are more likely to hold children's interest, to keep them reading longer, and to expose them to the use of artful language.

The negative side of this literature trend is a functional issue. In our rush to infuse the reading program with literature, we may forget that the purpose of a reading program is to teach children to read fluently and effectively across a wide variety of reading tasks. Reading stories and poems (what most people mean by "literature") is only one type of reading. Directions,

analyses, arguments, and study reading all can be forgotten quickly in the rush to make literature the center of the curriculum.

In this "information age" society in which we live, it is more important than ever to know how to adjust to different types of reading. Children themselves are conscious of this trend, for their free reading time is spent most often in reading information books. Dinosaurs, space flight, and animal care are examples of the information interests of young children. These young readers, then, need a reading program which gives them the skills and strategies necessary to locate information, and to analyze it critically.

Involvement and Interaction

The terms "involvement" and "interaction" are becoming increasingly important in education. Teachers have always encouraged students to "get involved" in their learning, as a way of maintaining interest. However, teachers often saw "involvement" as activity that the learner did after the teacher had lectured and the student had read the chapter. Today the term "involvement" has an expanded meaning which requires that teachers change their attitudes.

Cognitive psychologists, such as Richard Anderson, and Rand Spiro, have led us to see that what the learner brings to reading may be as central to comprehension as the text itself. Obviously, the text is important as an external stimuli to ideas; it

creates a framework and a perspective that the reader must recognize. The reader's own mental schema, however, provides the outline into which he or she arranges the ideas found in the text. If, for example, a reader associates "war" with street fights -- in which two combatants try to hurt each other -- he will not understand a chapter on "the cold war," nor even the spy novels of John Le Carre' and William F. Buckley, Jr. On the other hand, if the reader associates "war" with college football games -- i.e., with strategies, tactics, different roles, public shouting, and political, social, and economic consequences -- then the reader has a mental schema for war that makes cold war discussions comprehensible. Whether the reader has a street-fight mental schema or a college football schema is a critical element in the reader's comprehension.

The active involvement of the learner in matching personal schemata to ideas in a text is carried further when the learner monitors his or her progress towards comprehension. "Am I learning anything yet?" is a perfectly normal question for a reader to ask regularly. If not, he or she should decide how to change the situation. Proceeding indefinitely without comprehending a passage is downright dumb. The learner has to overcome major stumbling blocks to his or her comprehension. Psychologists call this monitoring of our own thinking "metacognition."

Teacher's Role

The fact that the major responsibility for learning must rest on the learner's shoulders doesn't absolve the teacher from responsibility. The teacher's role, however, changes from one of simply giving information to one of guiding learners in finding information. If learners have inadequate schemata for reading about war, the teacher guides them in building both a mental outline and a vocabulary that will prepare them to make sense out of the passage. If the student is a pursuer of knowledge, then the teacher is a guide and advisor who makes the pursuit more profitable and more enjoyable. The teacher asks: "What do you know already and what is your purpose for reading?" instead of saying: "Here are the ideas you will need and here is a purpose for reading."

This movement towards a heavy learner involvement and interaction with the text will remain a major trend through the nineties because it represents a shift in learning theory, a shift that is now widely accepted. Over the past thirty to forty years, education has been dominated by the mechanistic principles of behaviorism. The new interaction theories of learning place more emphasis on growth through the interplay between the learner and the text, with the learner controlling the direction of that interplay.

ERIC CLEARINGHOUSE ON READING AND COMMUNICATION SKILLS

January 1990 DIGEST

Using Literature to Teach Reading

by Nola Kortner Aiex

The National Reading Initiative, an outgrowth of the California Reading Initiative, is a coordinating and disseminating network formed to promote reading and reduce illiteracy. Its members believe that literacy can be promoted by developing children's joy in stories and by instilling in youngsters an early love of literature through positive contact with books. [Cullinan, EJ 386 980]

Through the use of children's literature in a school reading program, youngsters can enter the world of literature while they learn to read. Works of literature can have an integral place in the earliest stages of a reading program through a teacher's practice of reading aloud [Higgins, ED 273 933]. Some language arts specialists hold that real stories and real characters are better vehicles for teaching reading comprehension than the basal readers and accompanying workbooks [Smith-Burke, ED 280 080]. At the very least, real literature could be substituted sometimes for the excerpts found in basal readers.

Recent research

Tunnell and Jacobs [EJ 385 147] review the findings of several recent studies which support the success of a literature-based approach to literacy for various types of students, including limited English speakers, developmental readers, and remedial readers, as well as ordinary readers. They describe common elements found in different literature based programs, such as the use of natural text, reading aloud, and sustained silent reading.

Basic resources in primary grades

Even young children can be involved in activities that establish positive attitudes toward reading and that pave the way for the use of children's literature as a medium for reading instruction. In the first weeks of kindergarten, many teachers use books to stimulate language development in children. Wordless books, such as Tomie dePaola's *Pancakes for Breakfast* and Turkle's *Deep in the Forest* are favorites of young children because they can enjoy following the plot without straining to decode words, and because such books free a child's imagination to interpret the author's ideas in her/his own way.

Many wordless books use a repeated pattern or a rhyme. *The Haunted House* (Bill Martin, Jr.) uses the repetition "I tiptoed...No one was there." Children can delight in chanting the repeated structure while tiptoeing around the room or pantomiming other ways to move [Sampson, ED 236 534]. Children can also make personal versions of book illustrations in watercolor, paint, or collage, for example, or use a storyboard and flannel figures to tell a beloved story in their own words.

A second grade teacher in a rural Appalachian school supplements the required basal readings with familiar regional literature to teach reading to her students. The children also write their own regional stories. She finds that motivation is high with this approach, unlike the low motivation which accompanies the purely basal reader approach [Oxendine, ED 306 549].

Classroom teachers who wish to use literature for reading instruction but are apprehensive because of lack of knowledge about children's books can work closely with the school librarian or with the children's librarian at the public library [Hanzl, EJ 335 657]. A well stocked reading corner in the classroom gives children the opportunity to read a book more than once—along with the option of sometimes reading a book with no academic followup activities. Teachers themselves should read as many of the books in the reading corner as possible to become familiar with the material and to allow the children to observe and imitate their behavior [Newcastle and Ward, ED 260 377].

Assessing literature based reading

How can teachers monitor a student's progress in literature based programs without skill workbooks or tests to grade? Children can write a short paragraph about a book they liked (or did not like). Teachers can develop checklists to fill out as they listen to children read. Teachers can observe whether the students (1) show interest in words, (2) can tell a familiar story, (3) can point to individual words on a page, (4) turn the pages at the appropriate time when a story is being read aloud, (5) can find a familiar book on a shelf, (6) choose to read a book or to write during free time, (7) notice words and symbols in the classroom setting, (8) spell words developmentally, (9) ask questions about print, and (10) are aware that print has meaning. Teachers should become continuous observers who monitor the child's interaction with materials in the child's educational environment.

Most parents will accept a teacher's observation that a child is making progress in reading, even without the reinforcement of test results. And a child who is an enthusiastic reader by the end of the 3rd grade will continue to develop competence in the upper elementary grades [Lamme, ED 281 151].

Basal reading programs have been criticized for being on too literal a level and for their skill-oriented nature. When children in basal-dominated programs reach the 4th grade, they often confront reading for the first time as a task that goes beyond the oral language background that has served them through the lower primary grades. Students are moved at this point into the literary tradition with vocabulary and content that outstrips what they know. They also come into contact with content area reading as science and social studies become individual disciplines separate from language arts.

Students accustomed to reading widely in non-basal materials, however, are less perplexed by narratives of increased complexity. They have established an important

connection: what reading class is really all about is reading books [Higgins, ED 273 933]. They have received instruction in reading strategies that address the growing difficulty and length of books. They have been reading in the wealth of children's literature that admirably addresses content area topics. A skillful teacher can use literature to teach the same skills that are presented in the basal readers. Children can be taught to use their background knowledge, to analyze, and to monitor their own strategies for comprehension.

Whole language and guided reading approaches

For middle level students, Cummings [ED 281 207], an elementary school teacher himself, recommends the whole language approach for the development of reading skills. His grade or class exemplifies a highly integrated literature based approach to reading. The students choose a theme, divide into groups of 3 to 5 students, select the titles they intend to read, and work out a time frame for reading. Each student keeps a reading journal to copy favorite passages and makes discussion notes dealing with literary concepts such as foreshadowing, characterization, or plot development. Orally, teacher and pupils compare and contrast plots and characters, discuss imaginative uses of language, consider the author's technique and style, examine illustrations, and make story predictions.

An essay is usually expected of the students. Both rough drafts and the revised copies are written in the journals. Literature provides examples of good writing, and much time is spent learning to write short stories. The final component of Cummings' unit establishes closure of the theme with a day of sharing reading experiences. The whole class engages in activities such as dramatic interpretation, sharing creative art projects, book talks, tape recordings, or anything else that the class can think of [Cummings, ED 281 207].

Gary and Scott Poole [ED 273 936] use novels in guided reading instruction for teaching reading comprehension to upper level elementary school students. This method means more preparation time for the teacher, who must read the book, study the vocabulary, and compose study questions. But they consider the rewards of an interested, excited class worth the extra trouble. The Pooles build background for each chapter, present the new vocabulary, and assign the chapter to be read silently. Then the chapter is either analyzed in class discussion, or the students are given questions to be answered in writing.

Teaching guides

Several teachers' guides that focus on using literature in the reading program in the elementary grades are compiled by McClain [ED 260 381] and Hepler [EJ 374 854]. McClain emphasizes critical reading skills, while Hepler advocates teacher-developed guides. Her criterion is that a good guide should improve the quality of the reader's experience with the book—it should permit readers to examine their own responses and some of the reasons behind them.

As children grow and develop, the refining of the basic skills that make up the language arts–listening, speaking, reading, and writing—is accomplished more easily in an environment that offers the varied language experiences that come with literature. Such a program requires a teacher who is enthusiastic about using real books, knowledgeable about what kind of materials are available, and eager to help students develop interest and enthusiasm in reading.

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ERIC® CLEARINGHOUSE ON READING AND COMMUNICATION SKILLS

December 1989 DIGEST

Whole Language: Integrating the Language Arts—and Much More

by Betty Jane Wagner

One of the liveliest current grass-roots movements among teachers in the 1990s is the Whole Language approach. Support groups for teachers, Teachers Applying Whole Language (TAWL), have sprung up all over the country. Major conventions of the National Council of Teachers of English and the International Reading Association, as well as other conferences, include well-attended sessions and informal get-togethers of teachers who want to share their commitment to Whole Language.

This commitment on the part of teachers is reflected in Vermont's requirement that all new teachers have a Whole Language background. In 1987, New York State mandated teacher attendance at seminars on Whole Language concepts. Many foresee a Whole Language approach replacing reliance on the basal reader especially in California, largely because of the California Reading Initiative.

What Whole Language Is

Whole Language is a set of beliefs about how language learning happens and a set of principles to guide classroom practice (Goodman, 1986). These include:

- The function of language—oral and written—is to construct meaning (Altwerger, et al., 1987).
- Language is both personal and social. It serves thinking and communicating.
- Speaking, listening, reading, and writing are all learned best in authentic speech and literacy events. Learners achieve expressive and communication purposes in a genuine social context (Newman, 1985).
- The learner builds on prior knowledge and operates on ever-developing "hypotheses" about how oral and written language operate (Smith, 1983).
- Cognitive development depends on language development, and vice versa (Wells, 1986).
- Readers predict, select, confirm, and self-correct as they make meaning out of print; the goal is comprehension.
- Writers choose their own purposes as they write for various audiences (themselves, peers, teachers); the goal is to make sense out of their experience and imagination.
- Learning how to use language is accomplished as learners use language to learn about the world. The focus is on the subject matter (e.g. spiders, the Oregon Trail).

What Whole Language Is Not

The Whole Language movement is in part a reaction to a trend that has characterized for several decades much of educational practice, especially at the elementary school level. This practice has focused on the mastery of reading and writing skills, leaving little time in the school day for reading for pleasure or writing on topics of one's choice. Characteristics of this conventional belief system and practice are:

- Reading and writing are best broken down into tiny components to be taught in isolation and tested as discrete units.
- Until children master the skills of phonics, word recognition, spelling, handwriting, etc., they are not ready to do actual reading or writing.
- The sequences of isolated skills in teacher's manuals for basal readers and in standardized tests mirror developmental stages of growth.
- Children learn best when they read from simplified basal readers that tightly control vocabulary and sentence structure. For primary children such textbooks are often organized around phonic patterns.
- Writing instructions begins with handwriting and copying to master the basic skills.
- Punctuation is learned through workbook and ditto sheet exercises.
- Reading and writing competence is reflected in the scores on tests of "sub-skills."
- Children who do poorly on "sub-skills" are diagnosed as poor readers, no matter how they comprehend what they read. Children who cannot be made to work on skill sheets may be diagnosed as behavior problems.

What Happens in Whole Language Classrooms

- Teachers often read aloud or tell stories to children.
- Children choose their own reading material much of the time.
- Skills are acquired naturally in the context of meaningful oral interaction and literacy events.
- Objects and learning centers in primary classrooms frequently have labels. Sets of directions, including information on storing materials, are written on charts or activity cards to guide children's engagement with materials.
- Teachers assemble classroom libraries of trade books representing unabridged, unsimplified literature. For

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beginners, predictable plots and repetitive refrains invite the children's involvement as co-creators (Routman, 1988).

- Children have daily opportunities for uninterrupted reading.
- Teachers model the act of reading and writing by reading and writing themselves while the children do so.
- Teachers model reading by reading high-interest, predictable big books, pointing out the words as the children read along with the teacher.
- Teachers sometimes guide children's reading, showing them how to predict, ask appropriate questions, and map what they have read.
- Teachers foster discussions of books, encouraging learners how to talk about the moral and ethical issues presented in literature, or to connect fiction with their own lives.
- Children participate in literature circles in which they share and talk about books they have read (Atwell, 1987).
- Small groups report on information they have learned from books.
- Children turn stories into scripts, rehearse them, and present them as puppet shows, plays, or tapes.
- Children usually choose the topics they want to write about.
- Teachers sometimes demonstrate writing by putting the children's contributions onto experience charts that can then be read together.
- Children write and illustrate their own books that are shared with the class.
- Teachers coach children through the various parts of the writing process (prewriting, drafting, revising, and editing), conferencing with them at various stages.
- Children meet in small groups to read their own writing and get responses from their peers.
- Children meet in pairs to edit their written work together before copying it for publication.
- Teachers support student-centered learning by creating a literate environment, stimulating interest by helping children connect new experience with previous experience, and facilitating the learners' achievement.
- Teachers integrate the language arts by developing the curriculum around broad themes, such as Indians or mammals.
- Teachers evaluate the progress of learners by documenting their ongoing work in the classroom, analyzing their reading miscues and progress in invented spelling, and keeping portfolios of their writing to show growth (Goodman, et al., 1968).

Theory and Research Supporting Whole Language

Whole Language is consistent with the most respected understandings of how children learn, some of which go back to the early decades of this century. Whole Language is rooted in the seminal work of John Dewey, Lev Vygotsky, Jean Piaget, James Moffett, James Britton, Michael Halliday, Donald Graves, Margaret Donaldson, Gordon Wells, Glenda Bissex, Kenneth Goodman, Anne Haas Dyson, and Shirley Brice Heath. These theorists and researchers have shown that human competence in oral and written language grows as language is used for real purposes—without formal drill, intensive corrective feedback, or direct instruction. Children learn as they engage as active agents constructing their own coherent views of the world and of the language human beings use to interact with the world and with each other. The development of writing and reading is fostered by meaningful social interaction, usually entailing oral language. "Language learning is different from other school subjects. It is not a *new* subject, and it is not even a *subject*. It permeates every part of people's lives and itself constitutes a major way of abstracting. So learning language raises more clearly than other school courses the issues of integration" (Moffett and Wagner, 1983). One pervasive response to this understanding of language is the Whole Language movement.

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ERIC CLEARINGHOUSE ON READING AND COMMUNICATION SKILLS

June 1989 DIGEST

Literature as Lessons on the Diversity of Culture

by Nola Kortner Aiex

Television in the late 1980s has offered even the occasional viewer an almost dizzying picture of other peoples and other cultures, thanks in part to the rapid technological advancement of satellite communication systems. At the same time, a just-reported survey of the most widely assigned literary works in high schools, conducted by the Center for the Learning and Teaching of Literature at the State University of New York at Albany, found that the high school canon changed very little between 1963 (the year of the last similar survey) and 1989. High school students still read the same classic novels and plays that were read 25 years ago, even in schools with large minority populations. (*USA Today*)

Without arguing the relative merits of classic versus popular or traditional versus ethnic literature – points of disagreement even among educators and literary specialists – this digest will review the resources available in the ERIC database for teachers and administrators who wish to offer their students varied literary and cultural experiences.

One teacher has expressed her rationale in the following manner: "If teachers are to help children become more humane, they need to help boys and girls appreciate the dignity and beauty of other ethnic groups who are different than they." (Carlson, 1971) She continues in the same vein: "A child who is one of a minority group suffers from some form of 'triple loneliness' – a feeling that his or her cultural heritage is being trampled upon, that this heritage is being denied, and that a particular language dialect is being frowned upon by teachers who lack an understanding of his or her ethnic identity."

Building multicultural understanding

Concentrating on helping children gain self-acceptance, Stoddard (1983) considers children's literature an excellent medium to introduce global concepts and to bridge multicultural understanding. She believes that literature can provide children with a more accurate picture of world reality and a sensitivity to cultural differences. Accordingly, she chooses and discusses about 40 well-written books for young children that illustrate how various cultures live.

Ranta (1978) has developed material for a comprehensive course on American literature for boys and girls in grades K-8 that is based on the concept of the United States as a pluralistic society. It can be easily adapted for use as a unit within the typical established course on literature for children required of preservice teachers in many institutions teaching elementary education. An extensive booklist forms the basis of the course, with sections on the American Black, the American Indian, the Puerto Ricans on the mainland, the Chicanos, the Jewish-Americans, and the Oriental-Americans. Sample assignments are also included.

Sims (1982) focuses on literature about American Blacks. In her monograph, *Shadow and Substance: Afro-American Experience in Contemporary Children's Fiction*, she provides teachers, librarians, and teacher-educators in the field of children's literature with information that will enable them to make informed selections of books for and about American Blacks. She includes books for young people from preschool through eighth grade, and she bases her selections on a survey and analysis of 150 books of contemporary realistic fiction about Blacks published between 1965 and 1979.

Appropriate for use with both high school and college students, a special issue of the *Illinois English Bulletin* (Matthews, 1982) offers suggestions for teaching multiethnic literature. Black, Jewish-American, Chinese-American, and Native-American literature are some of the topics discussed. The article on Native-American literature outlines steps for the study of poetry by a class group (four students): 1) review principles of poetry: Method (arrangement, shape, and order), Matter (what the poem says), and Manner (mood and idea); 2) locate several collections of contemporary Native-American poetry to review; 3) draw up a list of questions to ask particular poets if one could be chosen for a personal interview; 4) select one poet to investigate in depth; 5) select several traditional Native-American poems for review, and share the findings with the rest of the class in oral interpretations of the poems; and 6) write a short paper analyzing the use of nature as a theme in contemporary Native-American poetry. Post-reading activities include panel discussions and an evaluation of the image versus the reality of the Native American (Sasse, 1982).

Bunker and Kalivoda (1975) believe that studying the culture embedded within a literary work can serve to bring into better focus the aesthetic qualities of the work by providing a fuller appreciation of the author's artistry and skill in portraying people, things, and events within the framework of any number of cultural themes.

The concept of culture can also be broken down into smaller components if a teacher feels that studying the entire culture of America or even of an individual ethnic group is too daunting a prospect. Erisman (1979) has developed a unit on western regionalism and awareness of place, while Brennan (1981) has developed a similar unit on Appalachian literature and culture for use with high school students.

Brennan's unit on Harriet Arnow's novel *The Dollmaker* takes 10 weeks to complete. The first week the teacher presents background on the geography, flora, fauna, history, and language of the region. After that comes the study of the novel, a film on strip mining, daily class discussion and occasional quizzes. During the final three weeks, students prepare and present demonstrations on one of the arts and

crafts indigenous to the Appalachian region. Lesson plans are provided with the unit, as are selected bibliographies of resources, films, poetry, prose, folklore, drama, music and dance, arts and crafts, and regional background materials.

Learners as special audiences

Complementing Sims's monograph, Brooks (1985) presents a resource volume for teachers of Black students at all levels. The book suggests incorporating other arts, such as music, film, photography, and craft-making into the study of the literature of other cultures or other countries. She feels that literature and reading should not be taught in short isolated time segments.

To appeal to a student body that contained individuals mostly following business and technical courses, one community college restructured its sophomore American literature program to focus on concepts and themes rather than on chronology or on literary movements (Dziech, 1979). This change placed a much greater emphasis on the cultural aspects of the material and was easier for non-literature majors to follow.

For example, American Lit I—a study of the principal authors of early American literature, and American Lit II—a study of the principal authors of later American literature, were revised into 1) Strangers in a Strange Land: The American Ethnic Experience—literary approaches to the experiences of selected ethnic groups; 2) Culture and Counter-Culture: American Lifestyles—literary approaches to various American environments (*e.g.*, frontier, rural, urban, communal); 3) Divinity: Affirmation and Denial—selected readings reflecting American authors' views of the existence and nature of God; 4) Utopia: The American Dream of Perfectibility—selected readings illustrating the hope for a perfect society; 5) Conformity/Non-Conformity: The Individual versus Society—an examination of the American struggle to define freedom and responsibility; and 6) The Paradox of Material Success: The Luxury of Integrity—literary approaches to the issues of wealth and poverty in America.

The teacher's primary role

The classroom teacher is undoubtedly the most important element in any literature program that encompasses cultural themes. An interested teacher can learn much about the cultural characteristics (and negative stereotypes) of the cultural groups represented in the classroom. Usually, the approach to another culture is either a positive one of willingness to accept what is different, or a negative one of unconscious fear and rejection. It is up to the teacher to perceive any possible problems or negative attitudes in advance so that he or she can be alert and able to guide the students in the proper direction.

The general theme of multi-ethnic literature can be simple: *diversity*. The study of diversity of cultures offers schools a richer potential than does uniformity or monoculture. As Patterson (1982) explains, the role of the teacher in multi-ethnic literature is not to praise one culture over another, but to accept and develop each child as a unique individual, because of and apart from his or her culture.

References

Brennan, Joan H. "Appalachian literature and culture: A teaching unit for high school students," 1981. 43pp. [ED 209 048]

Brooks, Charlotte K., *et al.* (Eds.) *Tapping Potential: English and Language Arts for the Black Learner.* Urbana, Illinois: National Council of Teachers of English, 1985. 334 pp. [ED 252 886]

Bunker, Duane F., and Kolivoda, Theodore B. "Analyzing culture in Spanish literature." *Studies in Language Education*, No. 19, Georgia University Department of Language Education, 1975. 22 pp. [ED 122 627]

Carlson, Ruth Kearney. "To humanize people or to make the hearts strong." Paper presented at the Annual Meeting of the International Reading Association, 1971. 23 pp. [ED 053 874]

Dziech, Billie. "The role of the humanities in vocational and technological programs." Paper presented at the 59th Annual Convention of the American Association of Community and Junior Colleges, 1979. 11 pp. [ED 175 506]

Erisman, Fred. "Western regionalism and awareness of place." Paper presented at the 69th Annual Meeting of the National Council of Teachers of English, 1979. 14 pp. [ED 178 921]

Matthews, Dorothy (Ed.) "Multi-ethnic literature: Help for the English teacher Tips on selecting and teaching works by: Jewish Americans, Chinese Americans, Native Americans, and Black Americans," *Illinois English Bulletin, 69* (3) 1982, 58 pp. [ED 213 043]

Patterson, Lucille J. "The role of the teacher in multi-ethnic literature." In Dorothy Matthews (Ed.) *Multi-Ethnic Literature: Help for the English Teacher. Tips on Selecting and Teaching Works by: Jewish Americans, Chinese Americans, Native Americans, and Black Americans*, pp. 46-54. *Illinois English Bulletin, 69* (3), 1982. 58 pp. [ED 213 043]

Ranta, Taimi M. "Literature for children and young people in a pluralistic, multicultural society." Illinois State University, 1978. 57 pp. [ED 163 473]

Sasse, Mary. "Teaching Native American literature: Some problems and some solutions." In Dorothy Matthews (Ed.) *Multi-Ethnic Literature: Help for the English Teacher. Tips on Selecting and Teaching Works by: Jewish Americans, Chinese Americans, Native Americans, and Black Americans*, pp. 15-36. *Illinois English Bulletin, 69* (3), 1982. 58 pp. [ED 213 043]

Sims, Rudine. *Shadow and Substance: Afro-American Experience in Contemporary Children's Fiction.* Urbana, Illinois: National Council of Teachers of English, 1982. 116 pp. [ED 215 369]

Stoddard, Ann H. "Teaching worldmindedness through children's literature." Paper presented at the 21st Annual Meeting of the Florida Reading Association, 1983. 11 pp. [ED 243 152]

USA Today, May 31, 1989.

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Task #1

Goal Statement

Your Name:_____

Course #:_____

Learning package:_____

The purpose of writing a goal statement is to create an expectation for yourself, to establish a purpose that you can check when you have finished reviewing the package of materials. It should be used in conjunction with your reaction statement--the commentary that you will make after working your way through the materials in the learning package.

Directions: This is a pre-reading activity. Think about the topic of this package and then look at the various materials, primarily reviewing their headlines and subheads. What does that review prompt you to want to discover through this package?

Write a goal statement of no more than one paragraph that includes the questions that you want answered or the kinds of applications that you hope the package will help you accomplish in your work. Attached please find examples of representative goal statements submitted by former students.

Mail a copy of your goal statement to your instructor. Please keep a copy for yourself because your reaction statement should be based partly on the goal statement.

My Goal Statement for this Package

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

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Examples of Goal Statements

It is my expectation that this learning package will direct me in new directions so that I may improve my instruction in the area of vocabulary. I would like to know when it is best to introduce new vocabulary words. I would also like to gain information about new methods one might use when introducing new vocabulary. I expect to read about some of the newest research related to vocabulary instruction. It is also expected that tested methods will be described and examined. I would hope that these articles would help me improve how I teach so that my students will benefit and become better readers.

Following the study of this package, I expect to increase my understanding of computer usage in reading development, learn how to integrate computers into reading and writing instruction for learning impaired students, and make decisions on the usefulness of computer games in the classroom.

Following completion of this package I intend to:
1)Identify the components of a formal reading program evaluation.
2)Analyze the characteristics of an effective reading program.
3)Develop evaluation strategies that will improve the monitoring of my program objectives.

Task #2

Reaction Statement

You are asked to type a four-page reaction to this learning package as a way of firming up your sense of what you find interesting, important, or beneficial in this group of materials. You should construct this reaction with your previously established goal statement in mind.

Given below are a number of prompts to indicate the kinds of questions that you might wish to answer in developing this reaction. You may use other questions than those that are here listed. We anticipate that your reaction will be approximately four typewritten, double-spaced pages. Please use the following format in heading your paper.

Reaction

Your Name:_____

Course #:_____

Learning Package:_____

Reaction Prompts

1. Were your goals realized, and how do you know? (Refer to your goal statement.)

2. What important or beneficial ideas did you find in these materials? (Please cite the articles.)

3. Are there trends or concerns in the materials that bother you? Are there those that you agree with? Discuss. (Please use the annotated bibliography and cite ideas from it.)

4. What ideas did you want to try in your daily work world? Describe how you could apply these ideas?

Application Project

If you decide to use this topic for one of your two application projects, you may want to spend more time thinking about ways that you could explore one or more of these ideas in your work.

When you have finished your statement, please mail it to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Task #3

Application Project

As you select your two application projects, use the following guidelines:

1. **Formulate a question** that you would like to answer regarding this topic. (For example, can my slow readers use some of the self-monitoring strategies discussed in these materials?) A question often helps to clarify the kinds of information that you will collect or the kinds of evidence that you will use to convince a reader that you are pursuing an interesting question.

2. **Describe with as much detail** as is needed for a reader to understand what you did, what materials you used, what major procedures you used, what evidence you were looking for, in order to answer your question.

3. **Gather evidence** from your students or from teachers to show samples of the kinds of work or the kinds of interactions that were taking place. These samples may be your written observations, sample student papers, photographs, activity sheets, book titles, statistical data, or any other kind of evidence that demonstrates the reality of your inquiry.

4. **Write a summary** of your plan and of your conclusions. The summary should be coherent and clear so a person who was not on site can understand what you attempted and can appreciate the conclusions that you drew.

5. **Send a report** that includes a summary of your plan, sample evidence of what you found, a brief analysis of the evidence, and the conclusions that you

6. **Provide a cover page** that gives your name, address, course number, topic of learning package, and topic of your project. We will mail you a critique of your work. Send your report to:

   Carl B. Smith
   150 Smith Research Center
   Indiana University
   Bloomington, IN 47408-2698

Course Number_____ Date_____

Package Title_____

Statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. This package will help me do my job better.					
2. The pace of the package was too fast.					
3. The package's directions were confusing.					
4. It was easy to follow the directions given in the package.					
5. The package was too easy.					
6. The package was too long.					
7. The package should include more articles and documents to read.					
8. I didn't know the meaning of many words used in the package.					
9. The lecture explicated the topic of the package.					
10. The package's objectives were clear from the start.					
11. The package's teaching points were clear.					

What did you like best about the package?

What did you like least about the package?

How would you improve the package?

Please list other topics you would be interested in studying through our program.

Name (optional)_____

Position_____

Years Taught_____

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

ERIC/RCS

Selected Abstracts from the ERIC Database

ERIC Clearinghouse on Reading & Communication Skills
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Bloomington, Indiana
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Sample ERIC Abstract

AN ED289160
AU Binkley,-Marilyn-R.; And-Others
TI Becoming a Nation of Readers: What Parents Can Do.
CS Heath (D.C.) and Co., Lexington, Mass,; Office of Educational Research and Improvement (ED), Washington, DC.
PY 1988
AV What Parents Can Do, Consumer Information Center, Pueblo, CO 81009 ($.50).
NT 40 p.; For Becoming a Nation of Readers: The Report of the Commission on Reading, see ED 253 865.
PR EDRS Price - MF01/PC02 Plus Postage.
DE Beginning-Reading; Literacy-Education; Parent-Attitudes; Parent-Child-Relationship; Preschool-Children; Primary-Education; Reading-Aloud-to-Others; Reading-Attitudes; Recreational-Reading; Written-Language
DE *Literacy-; *Parent-Influence; *Parent-Participation; *Reading-Instruction; *Reading-Processes
ID Reading-Motivation
AB Intended for parents and based on the premise that parents are their children's first and most important teachers, this booklet is a distillation of findings from the 1984 report of the Commission on Reading, "Becoming a Nation of Readers." The introduction reiterates the Commission's conclusions (1) that a parent is a child's first tutor in unraveling the puzzle of written language; (2) that parents should read to preschool children and informally teach them about reading and writing; and (3) that parents should support school-aged children's continued growth as readers. Chapter 1 defines reading as the process of constructing meaning from written texts, a complex skill requiring the coordination of a number of interrelated sources of information. Chapter 2, on the preschool years, focuses on talking to the young child, reading aloud to the preschooler, and teaching children about written language. The third chapter, on beginning reading, counsels parents on what to look for in good beginning reading programs in schools, and how to help the child with reading at home. The fourth chapter, on developing readers and making reading an integral part of learning, offers suggestions for helping the child succeed in school and for encouraging reading for fun. The afterword calls on teachers, publishers, and school personnel, as well as parents, to participate actively in creating a literate society. The booklet concludes with a list of organizations that provide practical help or publications for parents.

Interpretation of ERIC Abstract Field Identifiers

AN ERIC accession number (Use this number when ordering microfiche and paper copies.)
AU Author(s)
TI Title
CS Corporate source
PY Actual or approximate publication date
AV Source and price (availability)
NT Pagination and additional information (such as legibility or related documents)
PR Indicates availability of document from the ERIC Document Reproduction Service
DE Descriptors-indexing terms from the *Thesaurus of ERIC Descriptors* which indicate important concepts in the document
ID Identifiers-indexing terms not included in the *Thesaurus of ERIC Descriptors*
AB Summary

AN: EJ323454
AU: Allen,-Jo
TI: A Readability Review: Important Trends since 1979.
PY: 1985
JN: Teaching-English-in-the-Two-Year-College; v12 n3 p214-20 Oct 1985
AV: UMI
DE: College-English; English-Instruction; Technical-Writing; Two-Year-Colleges
DE: *Readability-; *Readability-Formulas; *Reading-Instruction; *Reading-Research; *Writing-Instruction
AB: Presents a brief history of readability formulas (discussing their capabilities and liabilities) and synthesizes current readability research for teachers who want to use readability principles in their work and who want to teach these principles to their students. Contains a table of the most commonly used formulas that lists their variables, advantages, and disadvantages. (EL)

AN: EJ327025
AU: Apseloff,-Marilyn-F.
TI: New Trends in Children's Books from Europe and Japan.
PY: 1985
JN: School-Library-Journal; v32 n3 p30-32 Nov 1985
AV: UMI
DE: Adolescent-Literature; Fantasy-; Reading-Materials
DE: *Childrens-Literature; *Fiction-; *Foreign-Countries; *Nonfiction-; *Publishing-Industry; *Reading-Interests
AB: Trends in foreign children's books observed at International Bologna Book Fair (1984/85) indicate that publishers in Europe (The Netherlands, Norway, Denmark, Sweden, Finland, England, Belgium, Italy, Germany, Czechoslovakia, Poland, Yugoslavia) and Japan sell most children's books to general public and respond more directly to readers' interests than U.S. publishers. (EJS)

AN: EJ378637
AU: Aronson,-Edith; Farr,-Roger
TI: Issues in Assessment (ERIC/RCS).
PY: 1988
JN: Journal-of-Reading; v32 n2 p174-77 Nov 1988
AV: UMI
DE: Reading-Comprehension; Reading-Research; Test-Bias; Test-Construction; Test-Theory
DE: *Reading-Tests; *Testing-Problems
AB: Discusses issues in reading assessment, including the concern that tests can not measure the reading process. Concludes that tests will never be more than useful indicators; calls for more research and examination of existing and new types of reading comprehension tests. (MM)

AN: ED298937
AU: Balajthy,-Ernest
TI: Recent Trends in Minicomputer-Based Integrated Learning Systems for Reading and Language Arts Instruction.
PY: 1988
NT: 27 p.; Paper presented at the Rutgers University Spring Reading Conference (New Brunswick, NJ, March 1988).
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Compensatory-Education; Elementary-Secondary-Education; Teacher-Attitudes
DE: *Computer-Assisted-Instruction; *Courseware-; *Language-Arts; *Minicomputers-; *Reading-Instruction
AB: This paper discusses minicomputer-based ILSs (integrated learning systems), i.e., computer-based systems of hardware and software. An example of a minicomputer-based system in a school district (a composite of several actual districts) considers hardware, staffing, scheduling, reactions, problems, and training for a subskill-oriented reading program for compensatory education students. Specific ILS software packages are then described: (1) the PLATO/WICAT System 300 for primary reading, reading comprehension, writing, language arts (with language arts skills, spelling, and sentence combining components), English as a Second Language, and other academic subjects; (2) the Computer Curriculum Corporation's MICROHOST system for mathematics, reading, language arts, and computer literacy from grade 1 through adult; (3) Houghton Mifflin's Dolphin Curriculum, which is designed to supplement teacher-directed instruction with computer-assisted instruction in reading and language arts skills; and (4) DEGEM Systems' TOAM Computer Aided Instruction System for mathematics and multiple choice drill instruction. The appendix lists publisher, former names, systems software, instructional components, and hardware configurations for each system. (8 references) (MES)

AN: ED293996
AU: Barton,-Paul-E.
TI: What High School Students Know and Can Do.
PY: 1988
NT: 17 p.; Paper presented at the Conference Board meeting "Beyond Business Education Partnerships: Aiming at a High Competitiveness Quotient" (Washington, DC, March 8, 1988).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Career-Education; Critical-Thinking; High-Schools; Young-Adults
DE: *Academic-Achievement; *Educational-Trends; *High-School-Students; *Literacy-; *Reading-Skills; *Writing-Skills
AB: The state of education today is a somewhat long story whose plot includes progress, accomplishment, mediocrity, and failure. Trends in achievement over the last two decades are mixed.

Americans are gaining in equality of educational achievement. High school students read rather well (at least compared to the common understanding) and write quite poorly. Young adults in America are largely literate, but they fail alarmingly at many common tasks described to them through print. Finally, the proportion of the population reaching a higher-order, or critical, thinking level is likely seriously inadequate. (YLB)

AN: ED298431
AU: Berger,-Allen
TI: Influences Contributing to Lasting Improvements in Reading and Writing in the United States.
PY: 1988
NT: 19 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Curriculum-Development; Elementary-Secondary-Education; Higher-Education; Reading-Improvement; Reading-Teachers; Teacher-Education; Writing-Improvement; Writing-Instruction
DE: *Educational-Trends; *Reading-Instruction
AB: Unlike trends in reading and writing instruction which are shortlived, such as speed reading, performance contracting, and the i.t.a. (initial teaching alphabet), certain influences exist which contribute to lasting improvements in reading and writing. Several factors can help to distinguish trends from the more permanent influences on education. A historical perspective is necessary for a sound research-based reading and writing curriculum to meet the needs of changing populations. It is also necessary to strive for greater language precision when discussing literacy and learning disabilities. Other cultures, languages, and customs must be explored in order to teach reading and writing effectively to a diverse population. All of these factors should be considered when training reading and writing teachers at all levels. (A 27-item bibliography is attached.) (MM)

AN: EJ317857
AU: Chall,-Jeanne-S.
TI: Literacy: Trends and Explanations.
PY: 1984
JN: American-Education; v20 n9 p16-22 Nov 1984
AV: UMI
DE: Dyslexia-; Elementary-Secondary-Education; Functional-Literacy; Postsecondary-Education
DE: *Educational-Trends; *Illiteracy-; *Learning-Disabilities; *Literacy-; *Literacy-Education; *Reading-Difficulties
AB: The author focuses on literacy among students--those still in school or recently graduated. She discusses literacy trends among elementary, high school, and college students; uses of literacy trends; results of a 1980 National Assessment of Educational Progress study; developmental changes in individuals; and reading

disability, dyslexia, and learning disabilities. (CT)

AN: EJ353910
AU: Chall,-Jeanne-S.
TI: Reading and Early Childhood Education: The Critical Issues. Special Report: Early Childhood Education.
PY: 1987
JN: Principal; v66 n5 p6-9 May 1987
AV: UMI
NT: For related articles, see EA 521 285-289.
DE: Beginning-Reading; Educational-Development; Educational-Research; Preschool-Education; Reading-Readiness
DE: *Early-Childhood-Education; *Early-Reading; *Prereading-Experience; *Reading-Instruction; *Reading-Materials; *Reading-Research
AB: Provides answers to five important questions in reading instruction; outlines stages in reading development, including "stage 0" (birth to age six)--the "prereading" stage; and points to evidence from research and practice supporting a developmental view in reading instruction. (MD)

AN: EJ323501
AU: Cullinan,-Bernice-E.
TI: Books in the Classroom.
PY: 1985
JN: Horn-Book-Magazine; v61 n6 p773-75 Nov-Dec 1985
AV: UMI
DE: Elementary-Education; Instructional-Materials; Literature-Appreciation; Reader-Response
DE: *Attitude-Change; *Childrens-Literature; *Educational-Trends; *Reading-Attitudes; *Teacher-Attitudes
AB: Reflects upon rekindled enthusiasm by teachers for children's literature and upon the lean years when teachers stressed reading skills and disdained the use of literature in class. (EL)

AN: ED274950
AU: Dillard,-Mary-L.
TI: Issues in Reading and Black English Revisited.
PY: [1986]
NT: 29 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Black-Family; Black-Influences; Black-Students; Cultural-Awareness; Cultural-Influences; English-Instruction; Language-Attitudes; Standard-Spoken-Usage; Syntax-; Teaching-Methods; Verbs-
DE: *Black-Dialects; *Black-Education; *InterferenceLanguage-; *Language-Usage; *Reading-Difficulties; *Reading-Instruction
AB: Renewed interest in the connection between black English and reading difficulty warrants a summary of the groundwork laid in

the 1960s and 1970s. Linguists have established the fact that black English is a legitimate language, that its speakers are not language deficient, and that the basic difference in black and standard English pertains to syntax, especially the verb system. How differences cause reading difficulty for children has also been addressed. W. Stewart considers the problem to be a structural conflict between the patterns of nonstandard dialect and the equivalent patterns of standard English. The similarities between the two languages also cause difficulty. Cultural differences often influence the teaching of reading, and many scholars agree on the need for professionals to know and respect the nonstandard language and culture. Some studies show that poor black parents are or can be an important part of their children's success in reading. The use of dialect readers as a transition to standard English remains controversial. The use of a foreign language or standard English as a second dialect approach has had some success. Various statistics seem to indicate that teachers are doing a better job of teaching reading to black students in the 1980s. (A five-page bibliography of specific research and authors is included.) (JD)

AN: ED302839
AU: Ediger,-Marlow
TI: Reform in the Reading Curriculum.
PY: [1989]
NT: 18 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Educational-Philosophy; Elementary-Education; Evaluation-Methods; Holistic-Evaluation; Reading-Research
DE: *Curriculum-Development; *Educational-Change; *Reading-Instruction
AB: In order for necessary reform in the reading curriculum to occur, a great debate in the teaching of reading is needed. Instructional management systems (or mastery learning) with their measurable objectives should be compared with holistic philosophies in reading instruction. A holistic approach to reading instruction should be implemented. Reading involves understanding sentences, paragraphs, and larger bodies of knowledge. Dividing skills into precise objectives for learners to attain violates what the actual act of reading is about. Quality research in reading must be refined and emphasized. At present, research results are confusing. Much negative research has been conducted and has little worth. Improved methods of conducting research must be emphasized. A study of the philosophy of education is very helpful in determining objectives, learning opportunities, and appraisal procedures. Perhaps, achieving a quality of philosophy of teaching reading is more valuable them conducting and using research results. However, with improved means of doing educational research, research results can be used to improve the reading curriculum. (MM)

AN: ED269724
AU: Ediger,-Marlow
TI: Issues in the Reading Curriculum.
PY: [1986]
NT: 7 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Educational-Objectives; Educational-Practices; Elementary-Secondary-Education; Individualized-Reading; Motivation-Techniques; Phonics-; Reading-Comprehension; Student-Motivation; Teaching-Methods
DE: *Curriculum-Development; *Educational-Attitudes; *Educational-Philosophy; *Educational-Trends; *Reading-Instruction; *Reading-Skills
AB: A number of issues in the reading curriculum need studying, analyzing, and synthesizing. Among them is the emphasis on definite scope and sequence in phonics versus individualized reading. A second issue in the teaching of reading involves the use of precise, measurably stated objectives versus flexible, general goals. A related issue involves having a logically or psychologically developed reading curriculum. A third issue pertains to motivating students through extrinsic versus intrinsic means. This addresses the question of the conditions under which energy levels will be at their optimum for learning to read. Other issues to consider might include: (1) how much emphasis should be placed upon the use of structural analysis, context clues, syllabication, configuration clues, and picture clues by learners in identifying new words; (2) how much direct instruction should be given to develop depth in comprehension skills; and (3) how student purpose in reading might be encouraged without undue emphasis being placed upon the concept of analysis. (HOD)

AN: EJ349225
AU: Ellis,-William
TI: The School and the Dyslexic--Mutually Exclusive?
PY: 1986
JN: Annals-of-Dyslexia; v36 p3-14 1986
AV: UMI
DE: Language-Skills; State-Standards
DE: *Dyslexia-; *Educational-Philosophy; *Educational-Trends; *Reading-Difficulties
AB: The headmaster of a private school challenges educators and policymakers to make language central to education for reading-disabled and all children. He looks at current and competing issues in education (such as raising standards and then exempting some students) which are difficult to resolve in a pluralistic society. (DB)

AN: ED270727

AU: French,-Michael-P., Ed.
TI: Effecting Change in Reading Programs.
CS: Wisconsin State Reading Association, West Allis.
PY: 1986
JN: Wisconsin-State-Reading-Association-Journal; v30 n3 Spr 1986
NT: 110 p.
PR: EDRS Price - MF01/PC05 Plus Postage.
DE: Basal-Reading; Computer-Assisted-Instruction; Courseware-; Instructional-Improvement; Reading-Instruction; Reading-Processes; Reading-Writing-Relationship; Schemata-Cognition; Secondary-Education; Teacher-Improvement
DE: *Content-Area-Reading; *Educational-Change; *Inservice-Teacher-Education; *Reading-Programs; *Staff-Development
AB: The articles in this issue reflect the theme effecting change in reading programs. Titles and authors of the articles include the following: (1) "Commentary: Becoming a Nation of Readers--the Undergraduate's View" (Michael P. French); (2) "Implementing a Reading Curriculum for the 80s and 90s" (Doris M. Cook); (3) "Strategic Teaching/Strategic Reading: An Inservice Approach with Promise" (Mary Boyd and Margaret Wilsman); (4) "Improving Reading Instruction in the Classroom: A University Course Format for Staff Development" (Richard J. Smith); (5) "New Perspectives in Effecting Change: Using Newsletters to Inservice Content Teachers" (Doug Buehl, Georgia Cook, Karen Ehlert, Doug Vance); (6) "The Content Determines the Process: An Ignored Relationship in Content Area Reading" (Cyrus F. Smith, Jr.); (7) "Writing to Learn in Social Studies" (Carol Santa, Valli Ostrem, Jim Scalf); (8) "The Classroom Teacher as an Action Researcher: Changing the Basal Reader Reading Period" (Mary Jett-Simpson); (9) "Modifying Reading Software" (Paul J. Blohm); (10) "Software Review" (Alan L. Jante); (11) "Review of a Resource" (Lee Ann Dubert); and (12) "Schemata" (ERIC Clearinghouse on Reading and Communication Skills). (HOD)

AN: ED293098
AU: Glazer,-Susan-Mandel, Ed.; And-Others
TI: Reexamining Reading Diagnosis: New Trends and Procedures.
CS: International Reading Association, Newark, Del.
PY: 1988
AV: International Reading Association, 800 Barksdale Road, PO Box 8139 Newark, DE 19714-8139 ($7.00 member; $10.50 nonmember).
NT: 187 p.
PR: EDRS Price - MF01/PC08 Plus Postage.
DE: Classroom-Environment; Computer-Assisted-Instruction; Elementary-Secondary-Education; Language-Arts; Reading-Instruction
DE: *Reading-Comprehension; *Reading-Diagnosis; *Reading-Difficulties; *Reading-Processes
AB: In an effort to better understand children's reading behavior, this volume offers naturalistic assessments of reading

performance in multiple settings and at all levels. The chapters and their authors are as follows: (1) "Reexamining Reading Diagnosis" (Susan Mandel Glazer and Lyndon W. Searfoss); (2) "Reexamining the Role of Emotional Maladjustment" (Lance M. Gentile and Merna M. McMillan); (3) "A Dynamic-Developmental-Interaction Approach to Reading and Related Learning Disabilities" (Jules C. Abrams); (4) "Holistic Assessment of Coding Ability" (Maryann Eeds); (5) "Comprehension Assessment: Alternatives to Standardized Tests" (John E. Readence and Michael A. Martin); (6) "Measuring Comprehension: Alternative Diagnostic Approaches: (Margaret A. Cagney); (7) "Merging Assessment and Instruction: Protocols in the Classroom" (Carol S. Brown and Susan L. Lytle); (8) "Organizing and Retaining Information by Thinking Like an Author" (Thomas W. Bean); (9) "Retelling Stories as a Diagnostic Tool" (Lesley Mandel Morrow); (10) "Using the Microcomputer Environment for Reading Diagnosis" (Albert J. Shannon); and (11) "Physical Arrangements, Grouping, and Ethnographic Notetaking" (Gloria B. Smith). Each chapter is included as a reference list. (ARH)

AN: ED290129
AU: Greenlaw,-M.-Jean
TI: The Quest for Literacy.
PY: [1987]
NT: 22 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Adult-Education; Community-Role; Educational-History; Educational-Philosophy; Educational-Theories; Elementary-Secondary-Education; Futures-of-Society; Illiteracy-; Public-Opinion; School-Role
DE: *Cultural-Context; *Educational-Attitudes; *Educational-Change; *Literacy-; *Reading-Skills; *Writing-Skills
AB: Noting that being illiterate in this country precludes full participation in society, this paper addresses the issue of whether or not American society is truly literate. The first section of the paper offers a historical review of commentary on literacy and education to show that there has never truly been "a golden age of literacy," but rather that the public has always been concerned about the state of the English language and the ability of schools to educate individuals to use that language. It concludes that the public tends to see "literacy" as a static and finite product, and that because of this narrow definition, schools will never completely satisfy demands for basic education. The second section of the paper looks at the social and cultural context of literacy, concluding that literacy is not a set of measurable, static skills, but a living and changing entity that defines culture and is created by it. The third section of the paper examines literacy in the United States today, reviewing the following recent publications that have had an impact on the nation's view of literacy and schooling: (1) "A Nation at Risk"; (2) "Books in Our Future"; (3) "Becoming a

Nation of Readers"; (4) The Reading Report Card"; (5) "The Report on Writing"; (6) "What Works"; and (7) "Literacy: Profiles of America's Young Adults." The final section of the paper offers 10 suggestions for reform to address the issue of illiteracy, including establishing a coherent and workable philosophy of education, establishing reasonable goals for education and schools, understanding and preparing for future demographics, working to make schools part of the community, and enabling parents to become part of the schooling process. (FL)

AN: ED285944
AU: Jones,-Lyle-V.
TI: Achievement Trends for Black School Children, 1970-1984.
CS: North Carolina Univ., Chapel Hill. L.L. Thurstone Psychometric Lab.
PY: 1987
NT: 22 p.; Paper presented at a Colloquium of the Yale Bush Center and Yale Child Study Center (New Haven, CT, May 8, 1987). Charts may not reproduce well due to marginal legibility.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Differences-; Economically-Disadvantaged; Elementary-Secondary-Education; Longitudinal-Studies; Racial-Differences; Regional-Characteristics; Rural-Urban-Differences
DE: *Achievement-Gains; *Black-Students; *Educational-Trends; *Mathematics-Achievement; *Reading-Achievement
AB: This paper analyzes data on trends of black student achievement from the National Assessment of Educational Progress (NAEP). Focus is placed on reading and math. Eleven graphs are provided and analyzed to discern trends for population estimates of average reading and math achievement scores for black and white school children at ages 9, 13, and 17. Among the major findings are the following: (1) while average differences between achievement scores for white and black students remain large, their size has diminished somewhat, particularly for cohorts born more recently than 1964; and (2) trends in white-black differences in reading performance differ negligibly by region of the country, but do display some differences by type of community. The greatest narrowing of the gap has occurred for rural children, for whom initially the differences were largest. In the most recent assessment in 1984, a reversal of trend occurs for rural as well as for disadvantaged urban children, especially for 9-year-olds, showing the impact of increased black unemployment and poverty and the low priority the Federal administration places on programs for the needy and on civil rights issues. (KH)

AN: ED297303
AU: Kress,-Roy
TI: Some Caveats When Applying Two Trends in Diagnosis: Remedial

Reading. Eric Digest Number 6, 1988.
CS: ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
PY: 1988
NT: 3 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Educational-Trends; Elementary-Secondary-Education; Reading-Research; Theory-Practice-Relationship
DE: *Computer-Assisted-Testing; *Informal-Reading-Inventories; *Reading-Diagnosis; *Remedial-Reading
AB: Two trends have emerged in recent years in the diagnosis of remedial readers, which--when applied with caution--may be of reasonable value to the clinician and the teacher. One of these trends has been the promotion of informal assessments, and an accompanying plethora of commercial informal reading inventories (IRIs). These instruments are designed to replace any that might be made by the teachers and clinicians who use them, and thus they should be examined carefully and customized to minimize their significant limitations. IRIs are often used to place readers in materials of appropriate difficulty. Some reports in the ERIC database suggest it is harmful to place children in unnecessarily low reading groups; others show that many experienced teachers identify materials that will insure success for the remedial reader. Another trend is the use of computerized diagnosis of a reader. While such information would be useful as a part of data collection, it should not be a major factor in placement and instructional decisions, which require precise individual assessments. (SR)

AN: EJ381828
AU: Kress,-Roy-A.
TI: Trends in Remedial Instruction.
PY: 1989
JN: Journal-of-Reading; v32 n4 p370-72 Jan 1989
AV: UMI
DE: Elementary-Education
DE: *Computer-Assisted-Instruction; *Individualized-Instruction; *Questioning-Techniques; *Remedial-Reading
AB: Discusses three trends in remedial instruction that merit the attention of clinicians and teachers including: individualized instruction based on individualized diagnosis, effective teacher questioning during prereading activities to establish purpose, and interactive computer assisted instruction which provides immediate feedback. (RS)

AN: ED296612
AU: Lowe,-Pardee, Jr. Ed.; Stansfield,-Charles-W., Ed.
TI: Second Language Proficiency Assessment: Current Issues. Language in Education: Theory and Practice, No. 70.
CS: ERIC Clearinghouse on Languages and Linguistics, Washington,

D.C.
PY: 1988
AV: Prentice-Hall, Inc., Book Distribution Center, Route 59 at Brook Hill Dr., West Nyack, NY 10994.
NT: 207 p.
PR: EDRS Price - MF01/PC09 Plus Postage.
DE: Educational-History; Evaluation-Criteria; Research-Needs; Test-Theory
DE: *Language-Proficiency; *Language-Tests; *Reading-Skills; *Second-Languages; *Uncommonly-Taught-Languages; *Writing-Skills
AB: A collection of essays on current issues in the field of second language proficiency assessment includes: "The Unassimilated History" (Pardee Lowe, Jr.), which chronicles the development of proficiency testing; "A Research Agenda" (John L. D. Clark and John Lett), a discussion of research considerations and needs in proficiency testing; "Issues Concerning the Less Commonly Taught Languages" (Irene Thompson, Richard T. Thompson, and David Hiple), which examines the relevance and appropriateness of proficiency testing theory and practice for less commonly taught languages; "Issues in Reading Proficiency Assessment", including "A Framework for Discussion" (Jim Child) and "Interpretations and Misinterpretations" (June K. Phillips), discussions of proficiency testing in the government and academic contexts; and "Issues in Writing Proficiency Assessment," including "The Government Scale" (Martha Herzog) and "The Academic Context" (Anne Katz), which look at an unexplored area in proficiency testing. (MSE)

AN: EJ313459
AU: Mateja,-John-A.; Collins,-Martha-D.
TI: A Qualitative Analysis of Content Area Reading--1930 Revisited.
PY: 1984
JN: Reading-Psychology; v5 n3-4 p219-33 1984
AV: UMI
DE: Elementary-Secondary-Education; Ethnography-; Literature-Reviews
DE: *Content-Area-Reading; *Educational-Trends; *Reading-Research; *Research-Methodology
AB: Reviews the work of James M. McCallister, who examined content area reading in school settings in the 1920s. (FL)

AN: ED270783
AU: O'Donnell,-Holly
TI: Issues Affecting High School Literature Programs. ERIC Digest.
CS: ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PY: 1986
NT: 3 p.

PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Educational-Trends; English-Instruction; High-Schools; Secondary-School-Curriculum; Theory-Practice-Relationship
DE: *Course-Content; *Curriculum-Development; *English-Curriculum; *Literature-Appreciation; *Reading-Interests; *Reading-Material-Selection
AB: Intended for administrators and policymakers as well as teachers, this digest explores issues affecting high school literature programs. The digest first explores whether a literature curriculum can be based upon the results of limited surveys of high school reading interests. Next, the digest addresses the question of what literature to include in a program, and then examines concerns other professionals have raised about literature instruction. The digest concludes by noting that the debate about what to include in the literature program has evolved into a two-pronged battle: determining the criteria that should be brought to bear on decisions about what to teach, and, once that is decided, determining how literature should be taught. (HOD)

AN: ED264550
TI: The Reading Report Card: Progress Toward Excellence in Our Schools. Trends in Reading over Four National Assessments, 1971-1984. Report No. 15-R-01.
CS: National Assessment of Educational Progress, Princeton, NJ.
PY: 1985
AV: National Assessment of Educational Progress, Educational Testing Service, Rosedale Rd., Princeton, NJ 08541.
NT: 75 p.
PR: EDRS Price - MF01/PC03 Plus Postage.
DE: Basic-Skills; Critical-Thinking; Elementary-Secondary-Education; Reading-Comprehension; Reading-Improvement; Reading-Instruction; Student-Improvement
DE: *Educational-Assessment; *Educational-Trends; *National-Surveys; *Reading-Achievement; *Reading-Research; *Trend-Analysis
AB: Focusing on trends in reading achievement during the period from 1970 to 1984, this report draws from national assessments that involved more than 250,000 9-, 13-, and 17-year-old students from a wide range of socioeconomic backgrounds. The first chapter (1) provides an overview of the report; (2) summarizes recent achievements documented by the surveys, including improvements in reading made by Black, Hispanic and disadvantaged students; (3) lists areas in which more improvement is needed; and (4) cites other trends revealed by the data. The findings include: (1) the reading proficiency of males has trailed that of females in all four reading assessments; (2) the gaps between the regions of the country have narrowed considerably due primarily to improvements in the Southeastern region (except for that region's 9-year-olds); (3) the influence of home environment is apparent

in that students from homes with an abundance of reading materials are substantially better readers than those with few materials available and students whose parents have post-high school education read substantially better than those whose parents have not graduated from high school; (4) six or more hours of TV viewing per day is consistently and strongly related to lower reading proficiency; and (5) students who receive homework and do it tend to read better than students who do not have homework or do not do it. The major portion of the second chapter offers brief descriptions of the five levels of proficiency defined by the reading tasks used in the surveys and gives data showing the number of students in each age group who attained each level. The third chapter examines the data to discover exactly who has been improving, providing figures for Black, Hispanic, and White students, for males and females, and for students in different types of communities and in different regions. The fourth chapter looks at influences on reading proficiency, including parents' level of education, reading materials in the home, the effects of television, and homework. Appendixes contain descriptions of procedures used in the National Assessment of Educational Progress (NAEP) reading assessments and extensive tables of data. (FL)

AN: ED286162
AU: Reinking,-David, Ed.
TI: Reading and Computers: Issues for Theory and Practice. Computers and Education Series.
PY: 1987
AV: Teachers College Press, Teachers College, Columbia University, 1234 Amsterdam Ave., New York, NY 10027 ($22.95).
NT: 205 p.; Foreword by George E. Mason.
PR: Document Not Available from EDRS.
DE: Artificial-Intelligence; Cognitive-Processes; Computer-Simulation; Elementary-Secondary-Education; Eye-Movements; Higher-Education; Language-Arts; Reader-Text-Relationship; Reading-Comprehension; Reading-Consultants; Reading-Improvement; Reading-Research; Reading-Strategies; Reading-Teachers; Reading-Writing-Relationship
DE: *Computer-Assisted-Instruction; *Computer-Uses-in-Education; *Reading-Instruction; *Reading-Processes; *Theory-Practice-Relationship
AB: Embodying two themes--that the computer can become an even more exciting instructional tool than it is today, and that the research necessary for developing the potential of this tool is already underway, this book explores the theoretical, research, and instructional issues concerning computers and reading. The titles of the essays and their authors are as follows: (1) "Computers, Reading, and a New Technology of Print" (D. Reinking); (2) "The Construct of Legibility in Electronic Reading Environments" (D. B. Daniel and D. Reinking); (3) "Implications

of Artificial Intelligence Research for Human-Computer Interaction in Reading Instruction (E. Balajthy); (4) "Computers and Reading Research" (M. L. Kamil); (5) "Computer Analysis of Written Materials" (L. T. Frase); (6) "Two Examples of Computer-Based Research on Reading: Eye Movement Monitoring and Computer-Aided Reading" (G. W. McConkie and D. Zola); (7) "Redefining a Basic CAI Technique to Teach Reading Comprehension" (M. A. Siegel and D. M. Davis); (8) "Computers, Simulated Cases, and the Training of Reading Diagnosticians" (J. F. Vinsonhaler, A. B. Weinshank, C. C. Wagner, and R. M. Polin); (9) "Using Computer-Simulated Instruction to Study Preservice Teachers' Thought Processes (D. Alvermann); (10) "Computer Speech in Reading Instruction" (R. K. Olson and B. Wise); and (11) "Using Computers as an Integral Aspect of Elementary Language Arts Instruction: Paradoxes, Problems, and Promise" (L. Miller and J. D. Burnett). Biographies of the contributors and an index are appended. (SKC)

AN: ED291066
AU: Samuels,-S.-Jay, Ed.; Pearson,-P.-David, Ed.
TI: Changing School Reading Programs: Principles and Case Studies.
CS: International Reading Association, Newark, Del.
PY: 1988
NT: 236 p.
PR: EDRS Price - MF01/PC10 Plus Postage.
DE: Content-Area-Reading; Corrective-Reading; Curriculum-Development; Elementary-Secondary-Education; Public-Schools; Reading-Improvement; Reading-Skills; Teacher-Attitudes; Teacher-Education; Teaching-Models
DE: *Change-Strategies; *Educational-Change; *Reading-Instruction; *Reading-Programs
AB: Intended as a response to the call for reform of education in the United States, this volume presents theories and practical examples school personnel can use in order to bring about change in reading programs. The articles and their authors are as follows: (1) "Characteristics of Exemplary Reading Programs" (S. Jay Samuels); (2) "Principles of Organizational Change" (Margaret C. Gallagher and others); (3) "Research on Implementation: What Seems To Work" (Linda Meyer); (4) "How To Overcome Barriers to Student Achievement" (Douglas Carnine); (5) "Research and Development Model for Improving Reading Instruction" (Ramona Newton Hao); (6) "A Model for School Change" (Robert Calfee and others); (7) "Helping Teachers Adapt to the Needs of Students with Learning Problems" (Irene W. Gaskins); (8) "Three Models for Helping Teachers To Help Students Learn from Text" (Harry Singer; Thomas W. Bean); (9) "Changing Teacher Behavior in Content Reading through Collaborative Research" (Carol M. Santa); and (10) "The Metcalf Project: A Teacher-Researcher Collaboration" (Robert J. Tierney and others). (ARH)

AN: ED284173
AU: Sanacore,-Joseph
TI: Family Trends and the Need for Cross-Cultural Reading Interventions.
PY: [1987]
NT: 12 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Cross-Cultural-Studies; Educational-Needs; Family-Environment; Foreign-Countries; Primary-Education; Reader-Text-Relationship; Reading-Aloud-to-Others; Reading-Failure; Reading-Instruction; Teaching-Methods
DE: *High-Risk-Students; *Prevention-; *Reading-Ability; *Reading-Difficulties; *Reading-Improvement; *Reading-Programs
AB: Children are faced with an increased potential for academic failure due to less stable family lives and career-oriented parents. Cross-cultural reading instruction practices and programs can provide insights that could prevent such failure for children at-risk. One such program is the reading maintenance program used in Denmark, wherein groups of five selected children meet with a reading teacher for 2 hours of daily instruction for 10 weeks. Reading teachers attempt to adhere to the classroom curriculum, and focus on reading aloud, copying passages, and discussing miscues or errors. A similar program is Reading Recovery, used in New Zealand, wherein at-risk first grade students meet with an instructor for 30 minutes a day for 15-20 weeks. Instruction focuses on teacher modeling of fluent reading, and student reading of short easy books to develop their own fluency. A third program, Paired Reading, used in the United Kingdom, involves parents and children reading together. Children read to themselves until they reach a difficult passage, then parent and child read together, the adult modeling difficult words until the child can read them alone. The reading programs mentioned are only three of many aimed at prevention. They require extra funding, but will save money in remedial programs in the long run, while addressing students' real needs. (Highlights of the three programs are attached, and references are included.) (JC)

AN: EJ368577
AU: Searfoss,-Lyndon; Jerrolds,-Bob, Ed.
TI: Leaders in Reading Research and Instruction.
PY: 1987
JN: Reading-Psychology; v8 n4 p311-17 1987
AV: UMI
DE: Instructional-Effectiveness; Reading-Research; Reading-Teachers; Undergraduate-Study
DE: *Educational-Change; *Higher-Education; *Instructional-Development; *Instructional-Improvement; *Reading-Instruction
AB: Introduces Nicholas Silvaroli, founder and Program

Coordinator of the Reading Program at Arizona State University. Discusses what he believes to be critical issues of concern to all of us, including the quality of tomorrow's teachers and recent trends in reading instruction. (JK)

AN: EJ346901
AU: Stedman,-Lawrence-C.; Kaestle,-Carl-F.
TI: Literacy and Reading Performance in the United States, from 1880 to the Present.
PY: 1987
JN: Reading-Research-Quarterly; v22 n1 p8-46 Win 1987
AV: UMI
DE: Adult-Literacy; Community-Role; Elementary-Secondary-Education; Government-Role; Research-Methodology; School-Role
DE: *Educational-History; *Educational-Trends; *Literacy-; *Reading-Achievement; *Reading-Instruction; *Reading-Research
AB: Reviews literacy and reading achievement trends over the past century and places the current debates in a historical perspective. Concludes that upgrading literacy skills now requires new initiatives by coalitions of educators, community groups, employers, and governments. (FL)

AN: EJ309416
AU: Stein,-Nancy-L.
TI: Introduction: The Development of Literacy in the American Schools.
PY: 1984
JN: American-Journal-of-Education; v93 n1 p1-5 Nov 1984
AV: UMI
NT: Theme issue with title "The Development of Literacy in the American Schools."
DE: Elementary-Secondary-Education; Program-Effectiveness; Reading-Achievement; Student-Evaluation
DE: *Educational-Change; *Literacy-; *Literacy-Education; *Reading-Skills; *Writing-Skills
AB: Introduces a collection of essays on literacy. Divides them into four sections: (1) attempts to define literacy and how it is valued in American society; (2) analyses of the development of reading skill; (3) assessments of reading and writing achievement in schools; (4) analysis of the critical issues in literacy instruction. (RDN)

AN: ED295167
AU: Suhor,-Charles, Comp.
TI: Trends and Issues in English Instruction, 1988--Six Summaries. Summaries of Informal Annual Discussions of the Commissions of the National Council of Teachers of English.
CS: National Council of Teachers of English, Urbana, Ill.

PY: 1988
NT: 16 p.; For the 1984-1987 Trends and Issues Reports, see ED 240 606, ED 252 881, ED 267 413, and ED 281 200.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Censorship-; Educational-Media; Educational-Trends; Elementary-Secondary-Education; Higher-Education; Language-Standardization; Language-Usage; Teacher-Education; Testing-Problems
DE: *Curriculum-Development; *English-Instruction; *Literature-Appreciation; *Reading-Instruction; *Writing-Instruction
AB: Information on current trends and issues in English instruction, compiled by the directors of six National Council of Teachers of English commissions, is presented in this report, the fifth annual trends and issues report by the commissions. The commissions and their directors are as follows: (1) Commission on Language (James Stalker); (2) Commission on Literature (Gladys Veidemanis); (3) Commission on Reading (Connie Weaver); (4) Commission on Composition (Sharon Crowley); (5) Commission on Media (William Costanzo); and (6) Commission on Curriculum (Linda Shadiow). Some of the topics discussed in the report include teacher training programs, computer uses in education, the English only movement, the competency test movement, the cultural literacy movement, basal readers, censorship, the whole language movement, teacher assessment, the infusion of literary texts into composition classes, writing-across-the curriculum, journal writing, interactive distance learning, video technology, the role of media in education, and forces affecting current English curriculums. (ARH)

AN: EJ376160
AU: Wilson,-Marilyn
TI: Critical Thinking: Repackaging or Revolution?
PY: 1988
JN: Language-Arts; v65 n6 p543-51 Oct 1988
AV: UMI
NT: Themed Issue: Critical Literacy/Critical Thinking.
DE: Achievement-Rating; Educational-Theories; Standardized-Tests
DE: *Critical-Reading; *Critical-Thinking; *Educational-Change
AB: Argues that we must become critical thinkers about critical thinking. Issues addressed include: (1) knowledge vs. information; (2) substance vs. form; (3) learning and meaning making; (4) affective and cognitive engagement; (5) cultural pluralism and a community of learners; and (6) accountability and assessment. (SR)

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MF 05	769 - 864	9	1.54
MF 06	865 - 960	10	1.71
MF 07	961 - 1,056	11	1.88
MF 08	1,057 - 1,152	12	2.05
MF 09	1,153 - 1,248	13	2.22
MF 10	1,249 - 1,344	14	2.39
MF 11	1,345 - 1,440	15	2.56
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